DOCUMENT RESUME

ED 146 432 08 CE 013 607

TITLE	Teacher's Guide to a Vocational Education Common Core Curriculum.
INSTITUTION	California State Dept. of Education, Sacramento.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	77
NOTE	23p.
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Career Education; Communication Skills; *Core Curriculum; *Educational Objectives; Interdisciplinary Approach; Interpersonal Relationship; Job Application; Money Management; Self Concept; *Student Development; Teaching Guides; *Teaching Techniques; Vocational Development; *Vocational Education

ABSTRACT

Prepared as the result of a revision of the vocational education curricula by members of the Western State Curriculum Council (American Samoa, Arizona, California, Guam, Hawaii, Nevada, and the Trust Territories of the Pacific), this guide is intended to help meet the needs of both students and a highly technical and rapidly changing society. It provides for a common core, interdisciplinary approach to vocational training and emphasizes the concept of career education and the role of vocational education within that concept. Content focuses on six basic areas of student development: self-awareness; career development; interpersonal relationships; job acquisition, maintenance, progression, and change; personal money management; and general skills development. Each of these six areas, which are designed for adoption or adaptation on local levels, includes a summary outline, primary goals, secondary goals to be achieved in the attainment of each primary goal, and some suggested instructional techniques and activities. (SH)

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Teacher's Guide to a Vocational Education Common Core Curriculum

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Wilson Riles – Superintendent of Public Instruction
Sacramento – 1977

Preface

The *Teacher's Guide to a Vocational Education Common Core Curriculum* was developed by members of the Western States Curriculum Council, which includes vocational educators from American Samoa, Arizona, California, Guam, Hawaii, Nevada, and the Trust Territories of the Pacific. Work on the document was begun in February, 1976, at a Western States Curriculum Council conference, held in San Diego. Subsequent work sessions were held during the ensuing nine months in Sacramento, San Francisco, Honolulu, and again in Sacramento.

The need for a vocational education common core curriculum has never been greater or more evident. An increasing number of vocationally trained young people are finding themselves unable to *maintain* employment, not because they lack technical competencies, but because they lack the broad base of skills, attitudes, and values that are necessary in all vocational areas. In short, their vocational training has been limited to experiences in a single subject area; and this limited training has left them deficient in the required affective, cognitive, and psychomotor competencies.

To help meet the needs of both students and a highly technical and rapidly changing society, vocational educators are currently engaged in efforts to revise the vocational education curricula. This *Teacher's Guide to a Vocational Education Common Core Curriculum* represents a major part of that revision effort. Its content provides for a common core, interdisciplinary approach to vocational training and for increased emphasis on the concept of career education and the role of vocational education within that concept.

A major problem in previous efforts to develop a common core curriculum was the lack of agreement on a definition of the term *common core*. For purposes of this document, the term *common core* was defined to include the combination of knowledge, attitudes, and skills, exclusive of technical competencies specifically identified with a particular occupational area or closely related occupational areas, that an individual must have to maintain employment.

Users of the teacher's guide should note that it is intended to be a working document, not a completed work. Further efforts by the Western States Curriculum Council will involve the determination of specific objectives for students, learning activities, and evaluation procedures.

The Western States Curriculum Council wishes to express its gratitude to the many persons who contributed time, effort, and materials to the preparation of this document. Special thanks and recognition are extended to the following individuals, who assumed responsibility for compilation of the teacher's guide: Mary Cote, Linda Gilliland, Robert Kerwood, and John Komar, Arizona; John Boogaert, M. Frances Rosen, Tom Schrodi, and Patrick W. Weagraff, California; Peter Nelson, Guam; John Rantala, Barbara White, and Fred Yamamoto, Hawaii; Carol Chapin and Bill Trabert, Nevada; and Henry Hoff and Greg Porter, Trust Territories of the Pacific.

Coordination of all developmental activities was provided by the Western States Curriculum Council Project of the California State Department of Education.

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Format of the Guide

The goals contained in the *Teacher's Guide to a Vocational Education Common Core Curriculum* focus on six basic areas, or concepts, of student development: (1) self-awareness; (2) career development; (3) interpersonal relationships; (4) job acquisition, maintenance, progression, and change; (5) personal money management; and (6) general skills development. All goals are purposely of a general nature to allow for adoption or adaptation on the basis of local needs.

Each of the six major sections includes a summary outline, primary goals, secondary goals to be achieved in the attainment of each primary goal, and some *suggested* instructional techniques and activities. Primary goals are designated by uppercase letters; secondary goals are designated by lowercase letters; and the suggested techniques and activities are designated by a combination of uppercase letters and arabic numerals, given in parentheses at the conclusion of each secondary goal. The letter designations (A, C, and P) indicate to the user the domain(s) involved in the accomplishment of a goal: affective (A), cognitive (C), and/or psychomotor (P); and the numbers refer to the specific techniques or activities suggested for use. The letter-number combinations are keyed to the material below. For example, the entry *(P-13)* would indicate that a suggested activity is the thirteenth listing under the heading "Psychomotor." The thirteenth entry in that column is "Slide presentations," which means that the use of slides is recommended for effecting student accomplishment of the secondary goal under consideration.

Key to Instructional Techniques and Activities for Accomplishing Secondary Goals

Affective (A)

1. Brainstorming
2. Case studies
3. Consensus building
4. Commitment expression
5. Comparative activities
6. Demonstrations
7. Discussions
8. Explorations
9. Games
10. Group evaluations
11. Group guidance activities
12. Interviews
13. Learning excursions
14. Loops (feedback)
15. Manipulative activities
16. Observations
17. Parent visitations
18. Peer teaching
19. Problem solving
20. Research projects
21. Resource speakers
22. Role modeling
23. Role playing
24. Self-assessments
25. Simulations
26. Student enterprises
27. Student-generated audiovisual activities
28. Tapes
29. Tutoring

Cognitive (C)

1. Brainstorming
2. Case studies
3. Comparative activities
4. Diagramming
5. Discussions
6. Drills
7. Explorations
8. Films and filmstrips
9. Games
10. Learning excursions
11. Manipulative activities
12. Observations
13. Parent visitations
14. Problem solving
15. Readings
16. Research projects
17. Resource speakers
18. Role modeling
19. Student enterprises
20. Student-generated audiovisual materials
21. Tapes
22. Tutoring
23. Writing exercises

Psychomotor (P)

1. Cataloging
2. Categorizing
3. Demonstrations
4. Explorations
5. Games
6. Learning excursions
7. Loops (feedback)
8. Manipulative activities
9. Perceptions (practice)
10. Reproductions
11. Role modeling
12. Simulations
13. Slide presentations
14. Tutoring

I. Self-Awareness

A. Personality development
B. Development of self-concept
C. Development of self-management skills

Self-awareness is defined as the knowledge of and attitudes about oneself, including knowledge of what kind of person one is and what one hopes to become.

It is important that learners come to accept and respect their uniqueness, in terms of past development and in terms of future development, as they learn, grow, and mature.

A. The students will explore the personality-development process, which is gradual and individual and which can be influenced.

To facilitate accomplishment of the goal stated above, the teacher will provide instruction designed to enable the students to:

1. Recognize their own personality traits, and determine the relationship of these traits to known expectations of employers (A-25, C-14).
2. Identify personal characteristics of a "whole person" (A-1, A-18).
3. Recognize that individuals are unique, and identify characteristics that differentiate one person from another (A-5, A-22, P-1).
4. Understand their uniqueness in their family (A-7, A-16).
5. Be aware of their relationship to other community members outside their family (A-7, A-16).
6. Be aware of changes that occur as they develop and begin to mature (A-5, A-16, A-18).
7. Be aware of personal physiological changes, capabilities, characteristics, and limitations (A-5).
8. Be aware of their ability to perform psychomotor tasks (P-1, P-6).
9. Be aware of important values and the sources of these values, particularly as they relate to career decisions (C-18).

B. The students will identify those areas of self-concept that are variable but crucial to career selection.

To facilitate accomplishment of the goal stated above, the teacher will provide instruction designed to enable the students to:

1. Learn that personal history and environment are crucial aspects of self-evaluation (A-20, A-24).
2. Develop insight into their philosophy as it relates to personal life and work (A-19, A-22, A-23, A-25).
3. Recognize the relationship of their interests, aptitudes, and achievements to the realization of career and other aspirations (A-5, A-24).

C. The students will develop the self-management skills that are important in problem solving, the use of leisure time, and the selection of a career.

To facilitate accomplishment of the goal stated above, the teacher will provide instruction designed to enable the students to:

1. Accept that decision making is a process that all people are involved in on a continuing basis in both their personal and work lives (A-9, A-11, A-23, C-16, C-22, P-3).

2. Acquire skills in recognizing problems, forming solutions (hypothesizing), identifying logical implications, and testing the solutions by means of research and application (A-2, A-19).
3. Recognize that they are responsible for the outcome of their decisions and that their decisions may affect others (A-2, A-19).
4. Recognize that others may or may not accept their decisions (A-2, A-19).
5. Be aware of the relative importance among decisions, and have knowledge of influences on decisions (A-2, A-19).
6. Recognize types of gratification and reward as they relate to decision making and problem solving (A-2, A-19).
7. Be aware that many kinds of decisions can be tentative and reversible (A-2, A-19).
8. Recognize that their decisions will be based upon their values and emotions and upon the information that they have at the moment of decision making (A-2, A-19).
9. Recognize that previous decisions will affect present and future decisions (A-2, A-19).
10. Realize that decisions involve risk (A-2, A-19).
11. Be aware that their skill in decision making and problem solving affects their psychological well-being (e.g., self-concept, life goals, and mental health) (A-2, A-19).
12. Recognize that compromise of personal decisions is often necessary (A-2, A-19).
13. Recognize the need for constant evaluation and possible revision of decisions (A-2, A-19).
14. Develop competency in decision making through a logical process of problem solving (A-2, A-19).
15. Utilize a logical decision-making process for effecting social interaction and making short-range and long-range plans (A-2, A-19).
16. Have knowledge of work or jobs performed in the home by individual members of their family and themselves (A-2, A-19).
17. Have some knowledge of work performed by people in their immediate neighborhood (A-2, A-19).
18. Have some knowledge of both the service-oriented and product-oriented occupations that people engage in within the community (A-2, A-19).
19. Conduct an inquiry on worker functions, worker traits, types of work experience, and attitudes toward work (A-2, A-19).
20. Identify and obtain information about occupations that are of interest to them and for which they appear to have an aptitude (A-2, A-19).
21. Recognize that health, safety, and leisure are factors in the concept of a "whole self" (A-2, A-16, A-23, C-2, C-9, C-22, P-1).

II. Career Development

A. Career awareness
B. Cooperative vocational education
C. Career planning

Career development is defined as a life-long series of experiences, decisions, and interactions that result in the formation of a self-image related to an occupational role.

Individuals must complete successfully the sequence of vocational developmental tasks to function adequately as consumers-producers within their environment.

A. The students will gain knowledge of careers and develop attitudes about and interest in them.

   To facilitate accomplishment of the goal stated above, the teacher will provide instruction designed to enable the students to:

   1. Develop an understanding of the variety and complexity of occupations and occupational opportunities in the world of work (A-7, A-8, A-11, A-12).
   2. Be familiar with the need for specialization in the world of work as reflected in current occupational opportunities (A-5, A-6, A-13, A-24).
   3. Determine the basic preparation necessary for the performance of the major tasks associated with various occupations (C-12, C-15, C-16, C-23).
   4. Develop an understanding of the relationships between educational experiences and career selection and development (A-2, A-3, A-5, A-24).
   5. Understand that careers involve progression through stages of preparation and performance and that they may involve a change in basic career direction (A-6, A-7, A-19, A-25).
   6. Be aware of career stages within a chosen field (C-12, C-15, C-16).

B. The students will progress through an organized occupational exploration and career planning program to choose an appropriate occupation and will obtain on-the-job training in that occupational area.

   To facilitate accomplishment of the goal stated above, the teacher will provide instruction designed to enable the students to:

   1. Be aware of the fact that present school experiences are related to future work experiences (A-1, A-4, A-24).
   2. Acquire the knowledge and skills that will prepare them for work and that will facilitate entry-level employment in a specific job area (C-5, C-15, C-23).

C. The students will understand the decision-making process, acquire decision-making skills, and reach career decisions early enough to allow for the development of entry-level skills.

   To facilitate accomplishment of the goal stated above, the teacher will provide instruction designed to enable the students to:

   1. Utilize resource information to make decisions about an educational and occupational plan to follow in pursuit of a career choice (C-15, C-23).
   2. Be proficient in the process of identifying, gathering, and using resource information as part of the process of making decisions related to career planning (A-3, A-22, C-1, C-14, C-15).

3. Understand the steps necessary to complete preparation for or gain entry into the career of their choice (C-2, C-5, C-15).
4. Continue educational and occupational assessment, utilizing a logical decision-making process (A-1, A-19, C-7, C-15).
5. Identify personal values and characteristics, such as interests, aptitudes, skills, physical characteristics, and educational achievement, that influence decisions (A-5, A-7, A-17, A-24).
6. Develop an understanding of the concept of life-style, and realize the effects of a life-style on career selection (A-19, A-24, P-4, P-12).
7. Recognize that a career choice that involves mobility to meet job responsibilities can cause changes in life-style (A-5, A-7, A-19, A-20).

III. Interpersonal Relations

A. Attitude
B. Sensitivity/empathy
C. Social skills development
D. Groups and organizations
E. Employee and employer relations

Interpersonal relations are defined as combinations of interactions that can contribute to or detract from effective working relationships involving two or more people.

Good interpersonal relations are necessary for success in most careers. Many workers lose their jobs because of poor interpersonal relations.

A. The students will develop positive attitudes.

To facilitate accomplishment of the goal stated above, the teacher will provide instruction designed to enable the students to:

1. Identify the need for a positive attitude, and relate the need to positive interpersonal relationships (A-7, A-9, C*, C-2).
2. Develop and discuss positive attitudes in a group setting (A-21, A-23, C-5, C-14).

B. The students will develop sensitivity and empathy.

To facilitate accomplishment of the goal stated above, the teacher will provide instruction designed to enable the students to:

1. Identify the needs and feelings of other people (A-24, C-2, C-4, C-12).
2. Develop the ability to understand what other people are feeling and trying to communicate (A-3, A-11, A-12, A-19).
3. Identify the needs and positive aspects of "participating in" another person's feelings (A-1, A-2, A-7, A-16).
4. Develop the ability to understand how to "participate in" another person's feelings (A-14, A-19, A-20, A-29).

C. The students will develop relevant social skills, which include those skills related to communication, cooperation, authority/responsibility, and flexibility.

To facilitate accomplishment of the goal stated above, the teacher will provide instruction designed to enable the students to:

1. Develop an awareness of the various types of communication, and choose the appropriate method for specific situations (A-9, A-10, A-16).
2. Identify the need for and the usefulness of cooperation in interpersonal relationships (A-19, A-25, A-26, C-2).
3. Develop the ability to assume authority and responsibility (A-12, A-25, A-26, A-27).
4. Develop the ability to be flexible in adapting knowledge, skills, and attitudes to various experiences (A-12, A-14, A-25, A-26).

D. The students will participate in groups and organizations that provide experiences in leadership development and style, group dynamics and processes, personal development within the group process, different styles of organization, and intergroup relations.

To facilitate accomplishment of the goal stated above, the teacher will provide instruction designed to enable the students to:

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*Tape recording of "The Strangest Secret," by Earl Nightingale.

1. Develop the ability to lead others effectively toward common goals (A-10, A-23, A-24, A-25).
2. Describe existing group dynamics, and identify appropriate group structures and processes for achieving an organization's goals (A-9, A-11, A-26, C-2).
3. Identify the role of the individual in groups and organizations and the individual's personal development within the group process (A-2, A-10, A-11, A-14).
4. Identify and assess the advantages and disadvantages of different organizational structures for attainment of various group goals (A-13, A-16, A-27, C-16).
5. Identify and experience the interactions and communications between groups with different structures, styles, and goals (A-5, A-16, A-25, A-26).

E. The students will develop an understanding and/or awareness of labor organizations, management styles, negotiation processes, and employee rights.

To facilitate accomplishment of the goal stated above, the teacher will provide instruction designed to enable the students to:

1. Develop an understanding of labor organizations, including closed shops (union) and open shops (nonunion) (A-13, A-25, C-7, C-17).
2. Develop an awareness of management styles that affect employee and employer relationships (A-2, A-12, A-15, A-22, C-15).
3. Identify various types of negotiation processes (A-12, A-25, C-14, C-17).
4. Develop an understanding of equal opportunity laws and employee rights as they relate to employee and employer relations (A-14, A-19, A-25, C-2).

IV. Job Acquisition, Maintenance, Progression, and Change

A. Job application process
B. Job survival
C. Job progression and change

Job acquisition, maintenance, progression, and change involve the processes of securing and keeping desired employment within a changing socioeconomic environment.

To meet the demands of a changing job market, the individual must gain competencies that facilitate the transition from school to work, success within an acquired position, advancement within an occupational area, and adaptability to different occupational areas.

A. The students will acquire the skills associated with applying for a job.

To facilitate accomplishment of the goal stated above, the teacher will provide instruction designed to enable the students to:

1. Identify work values and goals, and use these in selecting a career (A-7, C-15, C-17, P-12).
2. Know how to obtain information about jobs for which they have aptitude and in which they are interested (A-12, A-24, C-7, C-16).
3. Know the use and function of a resume/personal data sheet (A-6, C-17, C-23, P-12).
4. Understand job classifications and descriptions, and be able to determine whether or not they are qualified for a specific job (A-13, C-5, C-16, P-2).
5. Develop the skills needed to complete a job application form (A-14, C-18, C-23, P-12).
6. Write a letter of application within acceptable job-related standards (A-10, C-6, C-22, C-23).
7. Develop the skills and attitudes necessary for successful interaction in a job interview (A-23, C-18, P-3, P-12).
8. Realize the necessity for following up on applications and interviews (A-7, A-14, A-21, C-23).

B. The students will acquire the basic knowledge, traits, and competencies necessary to maintain a job.

To facilitate accomplishment of the goal stated above, the teacher will provide instruction designed to enable the students to:

1. Know what is necessary for job survival (e.g., work-related duties within the scope of occupational organizations) (C-3, C-10, C-16, C-17).
2. Be aware of the problems that a new employee faces during the training and probationary periods (A-7*, A-12, C-2).
3. Understand the job-related ethics of several occupational areas (A-23, A-25, A-26, P-12).
4. Understand the purpose and importance of both positive and negative aspects of job performance evaluations (A-2, A-22, A-23, C-5).
5. Develop the necessary technical skills and attitudes for success in an occupational area (A-11, A-27, C-6, P-8).

World of Work tapes

6. Acquire knowledge of the various methods and levels of compensation for several occupations (C-3, C-5, C-17, C-19).
7. Understand the productive value of job-related interpersonal relationships (A-5, A-11, A-26, C-5).

C. The students will understand the concept and importance of self-direction in job progression and change.

To facilitate student accomplishment of the goal stated above, the teacher will provide instruction designed to enable the students to:

1. Be aware of job mobility options in the face of a changing technology (A-2, A-21, C-5, C-16).
2. Be aware of the various methods of preservice and inservice training necessary for occupational upgrading or retraining (C-10, C-15, C-16, C-17).

V. Personal Money Management

A. Planning and budgeting
B. Financial institutions
C. Credit
D. Consumer practices
E. Insurance
F. Payroll records
G. Taxes
H. Social security
I. Personal data records

Personal money management is defined as the allocation and use of financial resources to shape a life-style that contributes to the well-being of individuals, their families, and their communities.

Wise management of financial resources contributes to personal satisfaction, consumer competence, and social responsibility.

A. The students will develop an awareness of the importance of planning and decision making in preparing financial plans.

   To facilitate accomplishment of the goal stated above, the teacher will provide instruction designed to enable the students to:

   1. Develop an understanding of the economic marketplace and the factors that influence spending patterns, such as personal values, cultural influences, and "wants versus needs" (A-7, A-24, C-15, C-16).
   2. Estimate income and plan expenditures in the process of developing a systematic plan (budget) for the management of personal finances (A-10, C-20, C-23).

B. The students will be sufficiently knowledgeable about the various types of financial institutions and the services the institutions offer so that they will be able to make wise decisions concerning personal finances.

   To facilitate accomplishment of the goal stated above, the teacher will provide instruction designed to enable the students to:

   1. Be aware of the services offered by banking institutions, including checking accounts, money substitutes, savings accounts, loans, and safe deposit boxes (C-5, C-10).
   2. Identify the services of savings and loan institutions; and be familiar with the various types of savings accounts, loans, and so forth available from such institutions (A-2, C-5, C-17).
   3. Be familiar with various types of brokerage house investments, including real estate and stocks and bonds (A-7, C-9, C-10).

C. The students will be familiar with aspects of consumer credit and borrowing to the extent that they will be able to use credit as a useful economic resource.

   To facilitate accomplishment of the goal stated above, the teacher will provide instruction designed to enable the students to:

   1. Identify the advantages, disadvantages, and responsibilities associated with the use of credit cards (A-17, C-5, C-17).
   2. Be aware of the variety of charge accounts available and the advantages and disadvantages of each (A-10, C-5, C-17).

3. Have some understanding of the responsibilities and legalities involved in the proper use of installment loans (A-2, C-5, C-17).

D. The students will develop the ability to evaluate information regarding consumer rights and responsibilities and buying and spending.

To facilitate accomplishment of the goal stated above, the teacher will provide instruction designed to enable the students to:

1. Evaluate alternatives in the marketplace, and get the best buy for their money (A-10, C-10, C-14, P-13).
2. Develop competencies in effective financial management to facilitate the satisfaction of needs and wants through the use of available resources (A-7, A-16, C-11, C-16).
3. Use catalogs, consumer guides, and other reference documents in selecting goods and services (A-20, C-16, C-23, P-13).
4. Protect themselves as consumers through awareness of consumer rights (A-7, A-20, C-2).
5. Understand their role as consumers and their responsibility in the prevention of theft and the reporting of complaints (A-7, A-23, C-5, P-13).

E. The students will develop an understanding of the various types of insurance coverage and the factors relevant to planning an insurance program to cover their needs.

To facilitate accomplishment of the goal stated above, the teacher will provide instruction designed to enable the students to:

1. Define common insurance terms (C-5, C-23).
2. Identify the relevant factors in qualifying for insurance coverage, such as age and geographical location (A-24, C-2, C-5).
3. Be aware of the types of automobile insurance coverage, and select the appropriate coverage to meet individual needs (A-7, C-2, C-17).
4. Understand the need for health and disability insurance, and identify the basic types of such insurance (A-7, C-2, C-17).
5. Understand the importance of life insurance as a protection for dependents, and be familiar with the basic types of life insurance (A-7, C-2, C-17).
6. Identify a reason for obtaining personal property insurance (A-7, C-2, C-17).

F. The students will understand basic information concerning taxes and tax forms, deductions, and payments.

To facilitate accomplishment of the goal stated above, the teacher will provide instruction designed to enable the students to:

1. Have some understanding of current federal and state income tax procedures (A-6, C-7, P-13).
2. Complete and file current tax forms for individual or joint tax returns (C-7, C-17, P-11).
3. Define current excise taxes (C-7, C-17, P-11).
4. Identify current sales tax rates, and point out the percentage differences between rates in various states (A-21, C-2, P-3).
5. Enumerate the various property taxes, and identify those properties on which the taxes are levied (A-1, C-17, P-6).

G. The students will compute payroll deductions and develop and maintain personal payroll records.

To facilitate accomplishment of the goal stated above, the teacher will provide instruction designed to enable the students to:

1. Define and compute payroll deductions, such as insurance premiums, union dues, loan payments, charity contributions, and retirement, to the degree that they will be able to maintain accurate records (A-21, C-2, P-11).
2. Define and compute payroll time and earnings, using appropriate techniques and procedures (A-19).

H. The students will have some knowledge of the federal social security system.

To facilitate accomplishment of the goal stated above, the teacher will provide instruction designed to enable the students to:

1. Define the purposes of social security and the procedures for qualifying for social security payments (A-21, C-14, P-11).
2. Identify general social security benefits (A-21, C-14, P-11).
3. Be aware of the medical and medicare benefits available through social security (A-21, C-5, C-15, P-6).

I. The students will develop the basic skills needed to maintain adequate records of personal finance and other personal data.

To facilitate accomplishment of the goal stated above, the teacher will provide instruction designed to enable the students to:

1. Define the purpose of and procedures for establishing essential personal financial records needed to complete a personal monthly budget, a personal property statement, and a net worth statement (A-21, C-23, P-12).
2. Identify the records needed to maintain personal data pertaining to credit and ownership, banking, an automobile, taxes, health, insurance, wills, education, and work training and experience (A-21, C-23, P-12).

VI. General Skills Development

A. General communication skills
B. Oral skills
C. Writing skills
D. Computation
E. Comprehension
F. Reading skills
G. Reference materials

General common core skills are defined as those competencies that are required in all occupations and/or careers and that reflect basic skills in communications, computation, comprehension, and the use of reference materials.

The ability to survive in today's society requires certain basic competencies. Everyday activities necessitate the use of communication and computational skills, such as reading, writing, listening, assessing, and evaluating. Such processes may involve the functional utilization of communication, computation, and reference devices or services.

A. The students will acquire the necessary communication skills or knowledge to be able to perform effectively in everyday situations and occupational settings.

To facilitate accomplishment of the goal stated above, the teacher will provide instruction designed to enable the students to:

1. Develop those input skills that promote effective communication, including skills and techniques of observation, listening, and research (A-6, C-12, C-16, P-3).
2. Demonstrate the use of output skills, such as organizing, writing, and speaking, as a means of communicating effectively (A-6, C-6, P-2, P-3).

B. The students will improve their communication skills through the development of oral communication techniques.

To facilitate accomplishment of the goal stated above, the teacher will provide instruction designed to enable the students to:

1. Demonstrate competence in the individual techniques of oral communication, including voice control, articulation, pronunciation, body language, and expressive gestures (A-16, C-6, P-3, P-9).
2. Determine the reason or reasons that a given oral communication was or was not effective (A-10, A-21, C-6, P-3).
3. Demonstrate effective oral communication in practical applications, such as a telephone conversation, a voice recording, or a video tape production (A-7, A-10, A-25, C-3).

C. The students will develop the ability to communicate effectively in writing.

To facilitate accomplishment of the goal stated above, the teacher will provide instruction designed to enable the students to:

1. Identify proper sentence structure in written communication (C-3, C-6, C-9, C-23).
2. Utilize correct grammar, punctuation, capitalization, spelling, and form in written materials (C-6, C-9, C-23, P-3).
3. Be proficient in handwriting techniques and typewriting skills (C-5, C-6, C-23, P-3).
4. Construct effective written communications, such as simple reports, letters, memos, notes, summaries, and resumes (C-6, P-3, P-12).

D. The students will show improvement in the general computational skills essential to functioning effectively in everyday social activities, occupational activities, and personal activities.

To facilitate accomplishment of the goal stated above, the teacher will provide instruction designed to enable the students to:

1. Solve whole number addition and subtraction problems, including problems that involve the operations of borrowing and carrying (C-6, C-8, C-9, C-11).
2. Solve whole number multiplication and division problems, including long divisor problems and division problems with a remainder (C-6, C-8, C-9, C-11).
3. Solve addition, subtraction, multiplication, and division problems containing like fractions, unlike fractions, and/or mixed numbers (C-6, C-8, C-9, C-11).
4. Solve addition, subtraction, multiplication, and division problems containing decimal fractions (C-6, C-8, C-9, C-11).
5. Solve problems involving percent, including changing decimals and fractions to percents, changing percents to decimals and fractions, finding a percent of a number, finding what percent one number is of another, and finding a number when a percent of that number is known (C-6, C-8, C-9, C-11).
6. Solve problems in which a common unit of a linear, weight, volume, or temperature measurement is used; and convert one unit of measurement to another by using simple measuring devices (C-5, C-9, C-11, C-12).
7. Determine the best combination of bills and coins in the making of change (C-3, C-6, C-9, C-11).
8. Find the average of up to five numbers (C-5, C-6, C-8, C-9).
9. Construct, read, and interpret line, bar, and circle graphs (C-6, C-8, C-9, C-11).
10. Solve problems in which metric units of linear, weight, volume, and temperature are used; convert from one unit of measurement to another; and, when appropriate, convert from one scale (e.g., metric) to another (e.g., English) and vice versa (C-5, C-8, C-9, C-11).
11. Solve addition, subtraction, multiplication, and division problems in which letters are used for numerals; and use simple formulas to solve problems (C-5, C-8, C-9, C-11).

E. The students will improve their reading comprehension skills.

To facilitate accomplishment of the goal stated above, the teacher will provide instruction designed to enable the students to:

1. Develop their skills in such areas as identification of introductory and concluding sentences; use of table of contents; use of key terms; analysis of concept; use of questions at the end of chapters; and notetaking (C-6, P-7, P-9).
2. Increase the speed with which they read, through the use of the center page technique, word recognition skills, material preview, and reading of concluding sentences and paragraphs (C-6, P-7, P-9).
3. Learn to use reading review techniques, such as the study of the title page, identification of key information, and reading of the preface and selected parts of the material (C-6, C-12, P-7, P-9).

F. The students will develop communication and reading skills and increase their interest in reading.

To facilitate accomplishment of the goal stated above, the teacher will provide instruction designed to enable the students to:

1. Become acquainted with a wide variety of reading materials that will stimulate growth and interest in reading (C-2).
2. Improve their word attack skills; and increase their basic vocabulary through knowledge of roots, prefixes, and suffixes (A-7, A-19, A-20).
3. Read supplementary materials that pertain to vocations and that will help them gain insights into universal human endeavors and problems (A-4, A-23, A-24).
4. Evaluate both the form and content of library materials (A-5, A-20, P-2).
5. Use reference materials to find data (A-6, C-5).
6. Use a table of contents, an index, a glossary, and footnotes (A-7, A-24, P-3).
7. Increase usable vocabulary (A-24, A-25, C-11, C-23).
8. Develop efficient study habits through increased proficiency in reading (A-24, A-25, C-11, C-23).
9. Find main ideas in paragraphs, and determine relationships between main and subordinate ideas (A-19, A-24, C-6, C-14).
10. Understand the author's purpose, judge the validity of various statements, and understand the meaning of the material they read (A-6, A-9, A-23, A-24).
11. Read their own writings with sufficient skill to recognize errors and to improve upon structure (A-14, A-24, P-9, P-10).

G. The students will know the value and use of general and specific reference materials.

To facilitate accomplishment of the goal stated above, the teacher will provide instruction designed to enable the students to:

1. Identify and utilize the various services of a library (A-6, C-14, P-12).
2. Identify the purpose and use of general reference books, such as dictionaries, encyclopedias, almanacs, atlases, gazetteers, and directories (A-6, C-14, P-12).
3. Identify the purpose of, and use, career-oriented books (A-6, C-14, P-12).
4. Identify specific language that is associated with libraries and that is needed for reading reference works (A-7, C-6, P-1, P-7).

Appendix

Detailed Outline of Vocational Education Common Core Curriculum

I. Self-awareness

A. Personality development

1. Personality traits
2. Personal characteristics
3. Uniqueness of individual
4. Uniqueness of family
5. Relationship with community
6. Self-change because of growth
7. Psychological factors
8. Assessment of psychomotor skills
9. Values related to career decisions

B. Development of self-concept

1. Personal history and environment
2. Insights into personal life and work life
3. Relationship of interest and aptitude to career

C. Development of self-management skills

1. Decision making
2. Recognition of problems and solutions
3. Decision outcomes
4. Decision acceptance
5. Importance and influence of decisions
6. Rewards
7. Reversibility of decisions
8. Emotional and value bases
9. Time
10. Risk
11. Psychological well-being
12. Decision and compromise
13. Evaluation
14. Logic in problem solving
15. Social aspects
16. Family influence
17. Neighborhood influence
18. Community influence
19. Research and experience
20. Occupational information
21. Health, safety, and leisure

II. Career development

A. Career awareness

1. Occupational opportunities and information
2. Occupational trends
3. Educational information
4. Educational trends
5. Variety of occupational experiences
6. Expansion of knowledge about jobs

B. Cooperative vocational education

1. Related educational experience
2. Development of skills

C. Career planning

1. Decision making in the career plan
2. Information-gathering process
3. Entry
4. Evaluation of plan
5. Self-assessment
6. Life-style
7. Mobility

III. Interpersonal relations

A. Attitude

1. Needs
2. Positive attitudes

B. Sensitivity/empathy

1. Need for sensitivity
2. Ability to be sensitive
3. Need for empathy
4. Ability to empathize

C. Social skills development

1. Communication
2. Cooperation
3. Authority/responsibility
4. Flexibility

D. Groups and organizations

1. Leadership development and styles
2. Group dynamics and processes
3. Personal development within the group process
4. Organizational structures
5. Intergroup relationships

E. Employee and employer relations

1. Labor organizations
   a. Closed shop (union)
   b. Open shop (nonunion)
2. Management styles

3. Negotiation processes
4. Equal opportunity laws and employee rights

IV. Job acquisition, maintenance, progression, and change

A. Job application process

1. Work values and goals
2. Possible employers
3. Resume/personal data sheet
4. Job classifications and descriptions and relationship to personal data
5. Applications
   a. Social security number
   b. Forms
6. Letter of application
7. Interviews
8. Follow-up on job applications

B. Job survival

1. Orientation
   a. Job description and duties
   b. Employee handbook
   c. Company organization and operation
   d. Company directory
   e. Employee organizations
   f. Payroll calculations
2. Initial job identification
   a. Training
   b. Probation
   c. Safety (Occupational Safety and Health Act)
3. Job-related ethics
4. Evaluation
   a. Criticism
   b. Performance reviews
5. Technical skill development
   a. Use of tools and equipment
   b. Speed and accuracy
   c. Pride in workmanship
6. Compensation
   a. Wages
   b. Salary
   c. Piece work
   d. Commission
   e. Fringe benefits
7. Sense of "teamwork"

C. Job progression and change

1. Rationale
   a. Job mobility
   b. Changing technology
2. Continuing education
   a. Trade school
   b. Technical school
   c. On-the-job training
   d. Community college
   e. Company training classes
   f. Seminars and conferences
   g. College and university
   h. Community education
   i. Use of catalogs and registration process

V. Personal money management

A. Planning and budgeting

1. Personal finance planning
   a. The marketplace
   b. Analysis of personal values and spending patterns
      (1) Cultural influences
      (2) Wants versus needs
2. Preparation of personal budgets
   a. Income estimating
   b. Expenditure planning
   c. Systematic plan for personal finances

B. Financial institutions

1. Banks
   a. Checking accounts
   b. Money substitutes
   c. Savings accounts and loans
   d. Other services
2. Savings and loan institutions
   a. Savings accounts
   b. Loan regulations
3. Brokerage houses
   a. Stocks and bonds
   b. Real estate
   c. Other services

C. Credit

1. Credit cards
2. Charge accounts
3. Installment loans

D. Consumer practices

1. Buying
2. Spending

3. Ordering through catalogs
4. Consumer protection
5. Consumer responsibilities
    a. Theft prevention
    b. Complaints

E. Insurance
1. Definitions
2. Coverage factors
3. Automobile
4. Health and disability
5. Life
6. Property (Personal)

F. Taxes
1. Federal and state income taxes
2. Tax returns
3. Excise taxes
4. Sales taxes
5. Property taxes

G. Payroll records
1. Time and earnings
2. Payroll deductions
    a. Insurance
    b. Union dues
    c. Loan payments
    d. Charitable organizations
    e. Retirement

H. Social security
1. Information about social security
2. Benefits of social security
    a. Rehabilitation
    b. Students eighteen to twenty-two years of age
    c. Retirement
    d. Disability
    e. Claims
3. Medical and medicare benefits
    a. Medical insurance payment procedures
    b. Medicare benefits in a nursing home
    c. Home health care

I. Personal data records
1. Financial records
    a. Monthly budget, expenses, and cash flow
    b. Personal property schedule
    c. Personal finances and net worth
2. Other records
    a. Credit and ownership
    b. Banking
    c. Automobile
    d. Tax
    e. Health
    f. Insurance
    g. Wills
    h. Records of education, experience, and training

VI. General skills development
A. General communication skills
1. Input skills
    a. Observing
    b. Listening
    c. Research
2. Output skills
    a. Organizing
    b. Writing
    c. Speaking

B. Oral skills
1. Physical delivery
    a. Voice
    b. Body
    c. Gestures
2. Verbal delivery
    a. Style
    b. Projection
3. Applications
    a. Telephone
    b. Voice recording
    c. Video tape

C. Writing skills
1. Sentence structure
2. Grammar
3. Readability
4. Applications

D. Computation
1. Addition and subtraction of whole numbers
2. Multiplication and division of whole numbers
3. Fractions
4. Decimals
5. Percents
6. Measurement
7. Making change
8. Averages
9. Graphs
10. Metric units
11. Formulas

E. Comprehension

1. Reading for comprehension
2. Speed reading
3. Reading for review

F. Reading skills

1. Reading materials
2. Word study/vocabulary
3. Supplementary materials
4. Evaluation of library materials
5. Reference material
6. Table of contents
7. Vocabulary development
8. Reading efficiency
9. Primary and subordinate concepts
10. Purpose of author
11. Self-appraisal in reading skill

G. Reference materials

1. The library
2. General reference books
3. Career-oriented books
4. Specialized language

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